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ABSTRACT

One of a series prepared by the Hawaii Newspaper Agency, this teaching guide offers suggestions on using the newspaper to teach the disadvantaged child communication and reading skills. The objectives are to acquaint students with the format and contents of the newspaper; to improve vocabulary and comprehension; to encourage students to write creatively and effectively; to create an atmosphere that will encourage students to read the newspaper; to prepare students for a positive involvement in American democracy; to develop in students the habit of reading the newspaper daily in order to be informed of events happening in their community, state, nation, and the world at large; and to help students learn how to recognize ambiguity. Also included are specific junior high and senior high classroom techniques as well as techniques to be used with special education classes. (SW)

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Using the Newspaper to Teach The Disadvantaged Child

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

ED 070003

CS 201 697

NEWSPAPER IN THE CLASSROOM

The Honolulu Advertiser Hawaii Newspaper Agency Honolulu Star-Bulletin

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THE NEWSPAPER AS AN AID IN TEACHING THE DISADVANTAGED CHILD

Prepared by a committee of teachers, July 1968

INTRODUCTION

Slow learners, reluctant readers, underachievers, and educable handicapped are special categories under the general heading of disadvantaged children. Although these problems are also found among the so-called "average normal students," many studies show a higher percentage among the disadvantaged group.

Educators have been aware of the fact that our traditional approaches in teaching are not reaching all of the students adequately. The most common problems are lack of communication skills and ability to read. How to motivate these students and stimulate interest to read has been the primary goal of many seminars, studies, and educational conferences.

Knowing that the newspaper is a valuable instructional tool to stimulate the "average" student to learn more, it should be beneficial to the many thousands of known youngsters in the disadvantaged group. Because the newspaper is more familiar than other printed media to many students, it is more acceptable as a teaching tool. Thus, while some specialized teacher guides have been written for these special classes, actual classroom activities involving the newspaper are not really different in kind from those used in regular classes. The level and complexity of the guide lines will depend on the ability level and experience of the students involved.

Do not treat the newspaper as a separate and completely different entity in the curriculum with a formal evaluation. Rather, regard it as an intrinsic part of classroom activities. It should become a continuing and ever-expanding educational tool which, when properly employed, will aid in the personal development of disadvantaged children and enable them to acquire the communication skills they need. It is our belief that only through an intensive effort will such a program described herein be a success.

OBJECTIVES

TO ACQUAINT STUDENTS WITH THE FORMAT AND CONTENTS OF THE NEWSPAPER.

TO IMPROVE VOCABULARY AND COMPREHENSION.

TO ENCOURAGE STUDENTS TO WRITE CREATIVELY AND EFFECTIVELY.

TO CREATE AN ATMOSPHERE THAT WILL ENCOURAGE STUDENTS TO READ THE NEWSPAPER.

TO PREPARE STUDENTS FOR A POSITIVE INVOLVEMENT IN AMERICAN DEMOCRACY.

TO DEVELOP IN STUDENTS THE HABIT OF READING THE NEWSPAPER DAILY IN ORDER TO BE INFORMED OF EVENTS HAPPENING IN THEIR COMMUNITY, STATE, NATION AND THE WORLD.

TO HELP STUDENTS LEARN HOW TO RECOGNIZE AMBIGUITY.

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TO ACQUAINT STUDENTS WITH THE FORMAT AND CONTENTS OF THE NEWSPAPER.

Have students complete the following questionnaire:

READING QUESTIONNAIRE

1. Do you like to read?
2. To what newspapers does your family subscribe?
3. How often do you go to the library?
4. Where do you obtain most of your information about current events?
5. About how many books do you have at home?
6. Which magazines does your family subscribe to or buy regularly?
7. Do you read well?
8. What do you most enjoy reading?

Introduce local and state newspapers to students.

Compare different reports of the same news event.

Learn newspaper terms. Use bulletin boards and an overhead projector.

Go through the paper page-by-page and section-by-section, examining content. Draw some conclusions.

Make sure students understand the index.

Examine the four functions of a newspaper, with special emphasis on fact verses opinion.

Examine the differences between editorial material and advertising.

Have students prepare individual reading lists, on next page.

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READING INVENTORY

Name_____

Sections Read	Time Spent	Favorite Section	How Often Read
News			
Editorials			
Comics			
Sports			
Hobbies			
Classified Ads			
Science			
Women's Section			
Weather			
Advertising			
Advice			

TO IMPROVE VOCABULARY AND COMPREHENSION

Students clip sight words and mount them on flash cards.

Mount article and circle any unfamiliar words.

Use word attack skills.
Identify context clues.
Practice dictionary skills.
Syllabication and hyphenation.
Action, description and naming words.
Color and number words.
Phrases.

Integrate science, English, and social studies.

Identify cities, countries, regions, that have been previously discussed in class.
Interpret maps, graphs, charts.
Discuss people and cultures of various nations in the news.
Observe world affairs and political activities.

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Show relationship of space, science and weather.

Be aware of nature and conservation.

Write creative articles and improve grammar.

Use letter writing skills.

1. Letters to the editor.
2. Letters requesting other newspapers.

Improve reading comprehension.

Scan for main idea or specific information.

Read for details.

1. Names.
2. Events.

Develop sequence of events.

1. Cut articles and rearrange in order.
2. Separate paragraphs and number in sequence.

Read and discuss an item and then rewrite it in own words.

Match columns--two articles of similar news.

Give titles to articles.

Clip and mount items that show facts, opinions, and propaganda.

Answer who, what, why, when, where and how questions about news items.

Match headlines with articles.

Write captions for cartoons.

Give oral interpretations of news events.

Conduct a debate on an issue of importance to the students.

Show cause and effect situations.

TO ENCOURAGE CREATIVE AND EFFECTIVE WRITING.

Use headlines and create news stories.

Create headlines for news items.

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Compose cartoon captions.

Develop and maintain vocabulary lists.

Write ads for the classified section.

Practice advertising techniques for clothing, automobiles, furniture, toys.

Prepare class or school newspaper.

Write editorials and take a stand on a specific issue.

Write a book or movie review.

Pantomime or dramatize a news item.

Outline specific articles and rewrite.

Write letters to the editor.

Make out job applications in response to classified ads.

Write biographies of famous persons in the news.

TO CREATE AN ATMOSPHERE THAT WILL ENCOURAGE STUDENTS TO READ THE NEWSPAPER BY CREATING ENTHUSIASM FOR NEWS.

Give each student a newspaper.

Discuss and evaluate headlines.

Look for things specially interesting to the students.

1. Comics
2. Sports
3. Interesting news

Explore contents.

Keep a changing Bulletin Board.

Display international, national, state, and local news appealingly.

1. International suggestion.

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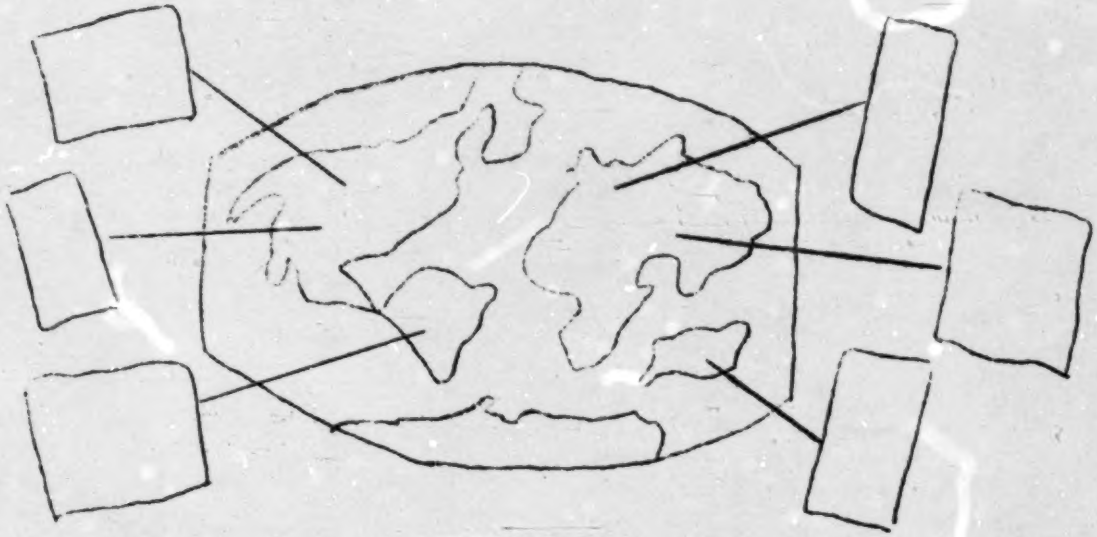
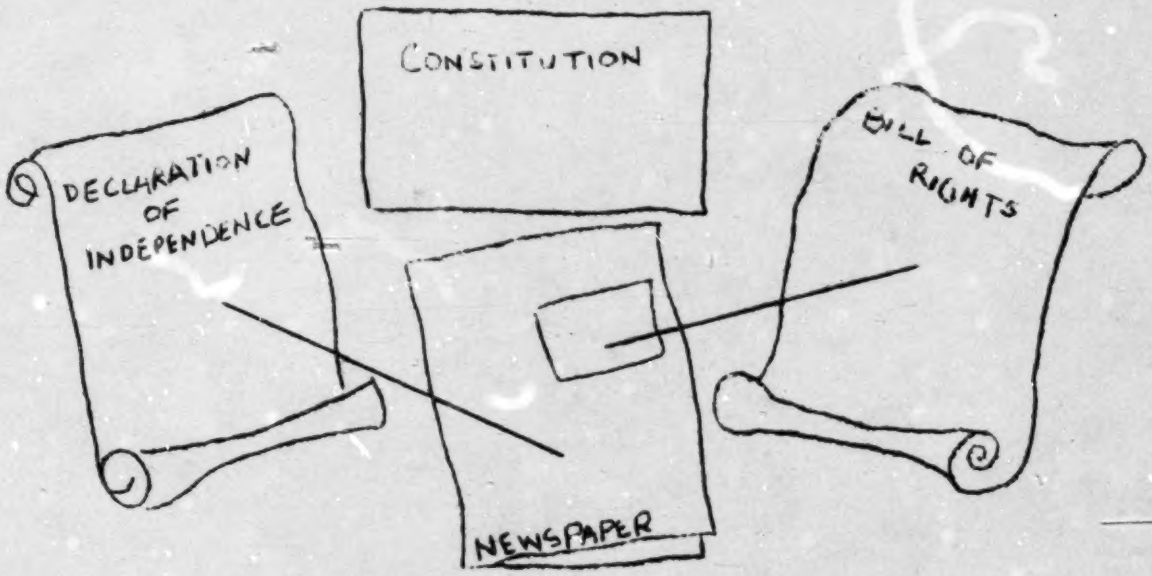
News of Our Expanding World



2. A United States map with a similar idea of news display.

3. Local--a calendar of daily events for the community.

Display--And <u>This Is Just One of Our Freedoms</u>.



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Develop a News Club.

Discuss interesting pictures.

Select a few words you want students to know relating to picture.

Keep a scrapbook with pictures and words learned.

TO PREPARE STUDENTS FOR A POSITIVE INVOLVEMENT IN AMERICAN DEMOCRACY.

Illustrate how world and national affairs often affect local events.

Have students explore and follow results of national law enactment.

1. Taxes.
2. Safety.
3. Health.
4. Defense.

Have students become aware of political activity at national and state levels.

1. Political campaigns.
2. Elections.

Indicate possible discrepancies of laws.

Foster selective reading and critical thinking.

1. Show distinction between fact and opinion.
2. Identify propaganda.
3. Encourage evaluation of news and development of a positive stand on issues.

Let students keep a notebook on how history is being made and decide which news events will probably appear in future history textbooks.

Presidential elections.

Foreign policies affecting us.

1. Viet Nam.
2. United Nations.
3. Communism vs. Democracy.

Parallels in American history relating to current events.

1. Struggle for independence.
2. Constitution in effect.
3. Bill of Rights protecting freedom of United States citizen.

Have students look for biographical articles on leaders in American history. Compare with current events.

George Washington
Abraham Lincoln
Martin Luther King
Luther Burbank

e.g. During the month of February a biographical article on Lincoln usually appears in the newspaper. As students read this and note his stand on slavery, they can compare and find news articles relating to Negro status today.

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Encourage students to watch for significant statements of important governm : officials, statements which they think might become famous as policy or quotations in years to come.

TO DEVELOP IN STUDENTS THE HABIT OF READING THE NEWSPAPER DAILY IN ORDER TO BE INFORMED OR EVENTS HAPPENING IN THEIR COMMUNITY, STATE, NATION AND WORLD.

Allow time for daily reports making this a "big deal" of the morning.

Make news time challenging.
1. Competition.
2. Variety.
3. Issues.

Play games arising from daily newspaper.
1. Who am I?
2. Where?

e.g. Who am I? After reading newspaper, a student chooses a character in the news. He relates some activities concerning the character and asks, "Who am I?"

Use the space allotted on the bulletin board advantageously. Select significant news items. Divide them under international, national, state, and local news.

Organize the "Knowledge Bowl."

Compile questions from daily newspaper

Have a contest.

Recognize winners.

TO HELP STUDENTS LEARN HOW TO RECOGNIZE AMBIGUITY.

Have students look for obscure statements.

Encourage critical reading.

Let students find articles which make vague statements.

Let students challenge validity by seeking evidence.

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JUNIOR HIGH TECHNIQUES

1. Headlines. Rewrite headlines or parts of articles. Let the students substitute synonyms or antonyms for words in the headlines or underlined words in the article.

2. Matching game. Match a series of titles and lead paragraphs.

3. Captions. Write captions for news pictures.

4. Picture stories. Select a story from magazine or special feature section. Mount on tagboard, allowing space for a small story, which becomes a basis for building sentences and new vocabulary words.

5. Audience reading. Some newspapers print stories especially for children. Clip and prepare these for audience reading. Be sure you introduce new vocabulary words first.

6. Poems. Children may write original poems to illustrate pictures in the newspapers.

7. Poem illustrations. Cut out pictures to illustrate favorite poems. Mount the poem and the picture together.

8. Sentence structure. Clip words that appeal to children. Use them in building sentences and paragraphs.

9. New words and phrases. Underline new words, phrases, or word combinations. Try to decide the meanings from context clues in the article.

10. Sequence. Give important events in the article in the order in which they occur.

11. Comics. (Comics entertain and teach and often tell what not to do. They give an understanding of human nature.) A picture story can be cut out and mounted. Children write what the story means. They increase vocabulary with new words. They can also circle blends and diagraphs. Have students write the words that are always capitalized.

12. Newspaper pictures. Clip interesting pictures, and paste them on tagboard. Display the pictures for three minutes. Have pupils give all the descriptive adjectives (color words) they know that will describe the picture. Place the picture and list of words on the bulletin board.

13. Nature study. Mount pictures of birds, animals, and plants. Ask children to write short paragraphs describing characteristics, habits, and usefulness to mankind. Paste paragraphs beneath pictures.

14. Progressive scrapbooks. Paste pictures and clippings on one activity or work into a scrapbook as they appear in the paper, giving the subject continuity in its development.

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15. News analysis. Analyze a news article according to the essentials in a news story.

Time--When?	Place--Where?
Name--Who?	Result--What?
Event--What?	Cause--Why?
Manner--How?	

16. Role playing. Select a classified ad. Write a composition on what must have prompted the placing of the ad. Impersonate characters who would participate in the transaction or the interview. Consider the following points: (1) courtesy, (2) knowing one's subject or product, (3) the proper approach in contacting the other person, and (4) vocabulary adequate to describe the product and its function or the service that is offered.

17. Pantomimic expression. Unusual features or advertisements can be pantomimed. Usually these features will be found in the Sunday magazine section.

18. Library. Collect clippings and pictures about special topics, such as holidays, costumes, anecdotes, words and their meanings, animals, birds, brain teasers, and art. Donate scrapbooks to the library.

19. Topical outlines. Read to make topical outlines. Have the class outline a story read, by giving the title, central thought, and important sections.

20. Proof of statements. Read to prove statements made in an article. Have students list facts or incidents that tend to prove statements.

21. Voice of the people. Study reactions of the public to a civic problem through the discussion of the people in letters to the editor. Urge the children to answer some of the letters, telling why they do or do not support the point of view. Select a simple controversy.

22. Formal or informal invitations. Use the news items on the society page to write invitations or acceptances.

23. Editorial writing. Read the editorial three times: once to get the central idea, again to determine the main points of the article, and then to determine the motive of the editor. After two or three lessons, the pupils may attempt to write an editorial.

24. Feature stories. Study feature stories and special columns. Try to write either a feature story or column.

25. Debates, panel discussions, and extemporaneous talks. The newspaper is a source of material for all of these. Use several newspapers to get varied opinions. Also consult the editorials.

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26. School newspaper. A school newspaper, published and managed by students under a teacher's supervision, will stimulate school spirit, motivate English, and may help students find a vocation in later years. The experience the children gain in editing, managing, circulating, creative writing, and drawing is worth the effort.

27. Field trip to the local newspaper.

28. Speaker from the paper to talk to the class regarding his work on the paper.

29. Newspaper sections. Give the children a newspaper and a sheet of 12" x 18" white paper. Have them cut from the paper and mount neatly on the white sheet examples of the following parts of a newspaper, labeled:

Index	Edition	Dateline
Two Wire Services	Masthead	Editorial
Banner Headline	Feature Story	Weather Report
Syndicated Column	Political Cartoon	Sports Article
Title and By-Line	Classified	Society Article
Small Advertisement	Advertisement	Vital News Heading
3 Examples of Recreation News	Financial News Item	

Examples of Local, State, National, and International News Items

30. Famous people. Find pictures of five important people you see frequently in the newspaper. Put their names under the pictures. Tell in three or four sentences why each person is famous enough to have his picture in the paper.

31. Synonyms. Find five examples of each of the following and mount them on paper.

    Words meaning to "win".
    Words meaning a "sale".

32. Test of awareness. Have the class view a specific event. Say nothing beforehand, then have each pupil write briefly all that he can remember, using the 5 W's and how.

33. Headlines. Post several headlines and let the students write leads for the stories suggested.

34. Lead. Review the function of the lead. It contains the 5 W's: who, what, where, when, why, and how. Before distributing the newspapers to the class, use tape to cover the headline and lead of one or several articles. After the students have read the article, let them give the central thought. Let them write a headline and lead for the article.

35. Press conference. Have pupils write a list of questions they would ask a particular personality in the news if they were interviewing him. Assign pupils to write answering letters or conduct a mock press conference.

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36. Creative writing. Furnish the wording for comic strips from which the words have been deleted.

37. Descriptive writing. Have the class write short character descriptions of their favorite comic strip characters.

38. News. Have the students find the various sections of the newspaper, i.e., the news (local, national, and international), the editorials, special departments, advertisements, and comics. This can be done in booklet form.

39. Editorials. Let the students read an editorial which is related to a prominent news story. Let them find the related story in the news section. Discuss the difference between an editorial and a news article. Let the students express their own opinions on the issue.

40. Comics. Allow the students to find and clip comic strips which do the following: teach a lesson, show a human weakness, and describe happenings similar to those experienced by ordinary people.

41. Editorial cartoon. Students can improve their writing skill by describing and interpreting the editorial cartoon. This can be the basis of a lesson in spelling, grammar, capitalization, punctuation or sentence structure.

42. Verb drill. Pick out the verbs in each headline in one section of the paper.

43. Sentence classification. When declarative, imperative, interrogative, and exclamatory sentences are being discussed, let the students find a few examples of each in the paper.

44. Punctuation. To reinforce punctuation rules, let students find examples of why each kind of punctuation was used in an article.

45. Reviews. Explain the nature and purpose of reviews. Put examples on bulletin board and read different reviews aloud in class. Discuss with those who might have attended some event that was reviewed. Students may write their own reviews on any movie, play, book T.V. program, concert, they have seen.

46. Classified ads. Find three possible job opportunities, three possible rentals, three possible car deals. Cut them out and mount them on titled sheets of paper.

47. Food advertisements. Compare prices. Clip out and list the best buys available according to a given shopping list on the board.

48. Clothing ads. Write a certain limiting figure on the board. From ads the students list with prices articles they can buy within that budget.

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49. Problem solving. Read a letter to Ann Landers aloud twice. Discuss the problem involved briefly and have the students write their own answers in letter form. Read several aloud. Discuss which were good solutions and why. Read Ann's own answer aloud.

50. Vocabulary building methods.

    a. Words should be selected by the students from the newspaper.

    b. Words should be presented from the newspaper context or in an original sentence composed by the student.

    c. Words should be divided into syllables and accented. Spelling should be emphasized.

    d. Words should be phonetically respelled to aid pronunciation.

    e. Direction should be given in determining multiple meanings in the dictionary.

    f. The reluctant learner should benefit by frequent and varied reviews of steps two, three, four and five.

    g. A file card, 3 x 5 or 4 x 6, can be made for each word. The student can write, print, or type the information on the card as directed. Several sets for each unit of twenty words can be made and kept throughout the year. These sets can be used in many ways as a basis for spelling enrichment.

    h. Reluctant learners will benefit by exchanging cards and using for reviews and for partner quizzes. The cards can also be used for developing notebook word lists, personal dictionaries, posters and bulletin boards.

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SENIOR HIGH TECHNIQUES

Classified Section

Have students look through the ads, writing down or encircling any ad they do not understand.

Discuss any difficulties they had.

Explain all abbreviations.

Use those ads that need written responses and have the students choose one of those in which they may be interested.

Go through business letter-writing techniques.

Do rough drafts of letters in response to ads.

Check them and comment on errors found.

Return for rewrites.

Repeat exercise.

For final exercise, let the students answer any ad that needs mail response and have them turn in a good copy of a letter answering the ad.

Take these to a hiring official of some industry and have him review them.

Have him mark them "Accepted for Interview" or "Rejected" and return them to you.

Have him talk to the students and comment on their applications.

Editorial Page

Explain the function of the editorial page.

Emphasize that the "little man" can have his opinions in print.

Have students read recent editorials and famous historical ones.

Have verbal and written reactions to an editorial stand taken by the paper.

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Feature Page

Acquaint students with syndicated columnists and their styles and subjects.

Have them try to analyze the columnists' views on various topics.

Show how personalities come through in good writing.

Have those interested write a weekly column and post on the bulletin board. (Topics can be of immediate personal, local, or national importance.)

Get students' written and oral reactions.

Advertising

Explain the purposes of advertising in newspapers.

Point out the various kinds of ads.

Alert students to ambiguous terms in advertising. (Ex. fire sale, limited supply, seconds.)

Alert students to advertising gimmicks: 1960 FORD FOR $1.00--this could be a raffle setup; 500 FREE TRADING STAMPS--usually followed by "with purchase of $50.00 or more" in small print; ONE CENT PAINT SALE! BUY ONE GALLON AT REGULAR PRICE AND GET THE SECOND GALLON FOR A PENNY--this may be inferior quality paint.

Have a student with artistic ability design an ad for a real or fictitious product. Post it on the bulletin board and have students comment on its "eye-catching" appeal. Have the artistic student explain why he designed his ad the way he did.

Have other students attempt to write advertising copy.

Voting Responsibilities

Bring in articles on local and national representatives.

Have local and national representatives in to explain their jobs and defend their positions on major issues.

Encourage students to go to newspaper sources to find the names of their congressional representatives in Washington.

Have them do background reading to find the positions on important issues taken by their representatives.

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National Conventions

Have students use newspapers to find out who their ward, county, state, and national delegates are.

Have one of the national delegates come in to speak on processes of the convention, how candidates are chosen and why.

Follow campaigns of candidates through the newspaper.

Hold mock elections, post and compare your results with national results.

TECHNIQUES WITH SPECIAL EDUCATION CLASSES

Introduction

Teacher distributes papers, then asks: How many recognize the paper? How many receive papers at home? What papers can they name?

All look through entire paper.

Have students bring papers from home.

Orientation

Definition: What is a newspaper?

Purpose: What do newspapers do?
1. For the student?
2. For the family?
3. For the community?
4. For the city, state, country?

Is the newspaper important?
1. Why? Discuss.
2. How? Discuss.

Content and divisions of newspaper: What does it contain?
Discuss index.
1. Front page.
2. Other news sections.
3. Editorial section.
4. Sports section.
5. Advertising
6. Feature section.
7. Want ads.

NOTE: Each section can be studied according to interest groups.

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Communication: How do you read a newspaper?
1. Interest reading.
2. Scanning.
3. Speed reading.

News: Is it a good story?
1. What does it say?
2. Who wrote it?
3. Is it true?

Get film on "Newspaper Story".
1. Follow up with discussion.
2. Plan trip to newspaper plant, preparing students beforehand.

Review and discuss visit to newspaper plant.
1. Teacher asks questions about visit.
2. Students answer questions.
3. Students write story.

Utilize newspaper sections in class.
1. Assign class to bring news samples for bulletin board.
2. Post a daily weather report.
3. Read aloud the school news.

Developing reading habit through newspapers

Free reading period daily (15 minutes).

Oral reading of pupils' own selections.

Class discussion of articles read aloud.

Developing word recognition and word analysis.
1. Have students cut out pictures and cartoons for reading captions.
2. Reinforce sight reading by using pictures to suggest new words.
3. Use phonic approach to reading.
4. Select headlines to teach sound of letters and combination of letters.
5. Let students read want ads to develop sight vocabulary.
6. Let students make up own want ads and advertising materials.

(More material on special categories can be obtained from the Hawaii Newspaper Agency, P.O. Box 3350, Honolulu, 96801)